



Assessment Task Force 2.0

Meeting #1: May 26, 2016

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**Welcome:
Goals, Agenda, and Members**

Goals

1. Review and assess progress made on 16 recommendations from initial Assessment Task Force (ATF) report.
2. Take up 5 “Further Analysis” items from ATF report.
3. Review and assess year one of TNReady implementation.
4. Provide feedback and additional recommendations specific to principles and recommendations from initial ATF report, “Further Analysis” items from ATF report, and TNReady.
5. Provide feedback on specific assessment and accountability-related items for ESSA plan.

Agenda

8:30	<ul style="list-style-type: none">• Welcome, goals, and overview of agenda• Introduce participants• Discuss readings	Commissioner McQueen
9:00	<ul style="list-style-type: none">• Share progress on ATF 1.0 recommendations	Chief of Staff Jayme Place
10:00	<ul style="list-style-type: none">• Discussion	ATF members
10:20	<ul style="list-style-type: none">• Break	
10:30	<ul style="list-style-type: none">• Review year one of TNReady• Discuss TNReady for next year	Assistant Commissioner Nakia Towns and Executive Director Tammy Shelton
11:00	<ul style="list-style-type: none">• Small group discussion	ATF members
11:20	<ul style="list-style-type: none">• Whole group debrief	ATF members
11:40	<ul style="list-style-type: none">• Break for lunch	
12:00	<ul style="list-style-type: none">• ESSA in Tennessee	Commissioner McQueen
12:50	<ul style="list-style-type: none">• Review homework for next meeting	Commissioner McQueen

Assessment Task Force Members

- Harry Brooks House Administration & Planning Ed Committee Chair
- John Forgety House Instruction & Programs Committee Chair
- Dolores Gresham Senate Education Committee Chair
- Sara Heyburn State Board of Education Executive Director
- Candice McQueen Tennessee Commissioner of Education
- Debbie Shedden Hawkins County School Board Member, TSBA President
- Virginia Babb Knox County Parent-Teacher Association Member
- Jasmine Carlisle 11th Grade Student, Mt. Juliet High
- Philip Eller Cedar Grove Elementary Teacher
- Bill Harlin Nolensville High Principal
- Valerie Love Dobyns-Bennett High Teacher
- Rebecca McBride Brighton High School Teacher
- Nancy Ash Lebanon Special Schools Assistant Director of Schools
- Wanda Shelton Assistant Director, TN Organization of School Superintendents
- Beth Unfried Clarksville-Montgomery Director of Elementary ED
- Mike Winstead Maryville City Schools Director of Schools

New Assessment Task Force Members

- Randy Frazier Weakley County Director of Schools
- B.J. Worthington Clarksville-Montgomery Director of Schools
- Tina Childers Hixson Middle School Teacher, Hamilton County
- Joann Young College Grove Elementary School Teacher, Williamson
- Bill White Assessment Director, Shelby County Schools

Ex-Officio Members





Progress on Recommendations

ATF 1.0 Report

- Report was released on Sept. 15, 2015
- Report contained
 - History of assessment in Tennessee
 - Current assessment landscape in Tennessee
 - Guiding principles on
 - summative assessments
 - formative assessments
 - test preparation and logistics
 - Recommendations: **16**
 - Further analysis items: **5**
 - Next steps tied to recommendations

ATF 1.0 Report

- The 16 recommendations were focused on the following four areas:
 - (1) culture of transparency,
 - (2) test reduction,
 - (3) postsecondary alignment and readiness, and
 - (4) test scheduling and logistics
- Each of the recommendations in the ATF 1.0 report had an owner that was responsible for moving the items forward
- In January 2016, we released a 33 page report that provided a comprehensive update on each of the recommendations and items for further analysis
 - Report shared with state board of education, task force members, and house education committee members

Progress on Recommendations



Assessment Task Force Recommendation Updates and Next Steps (May 2016)

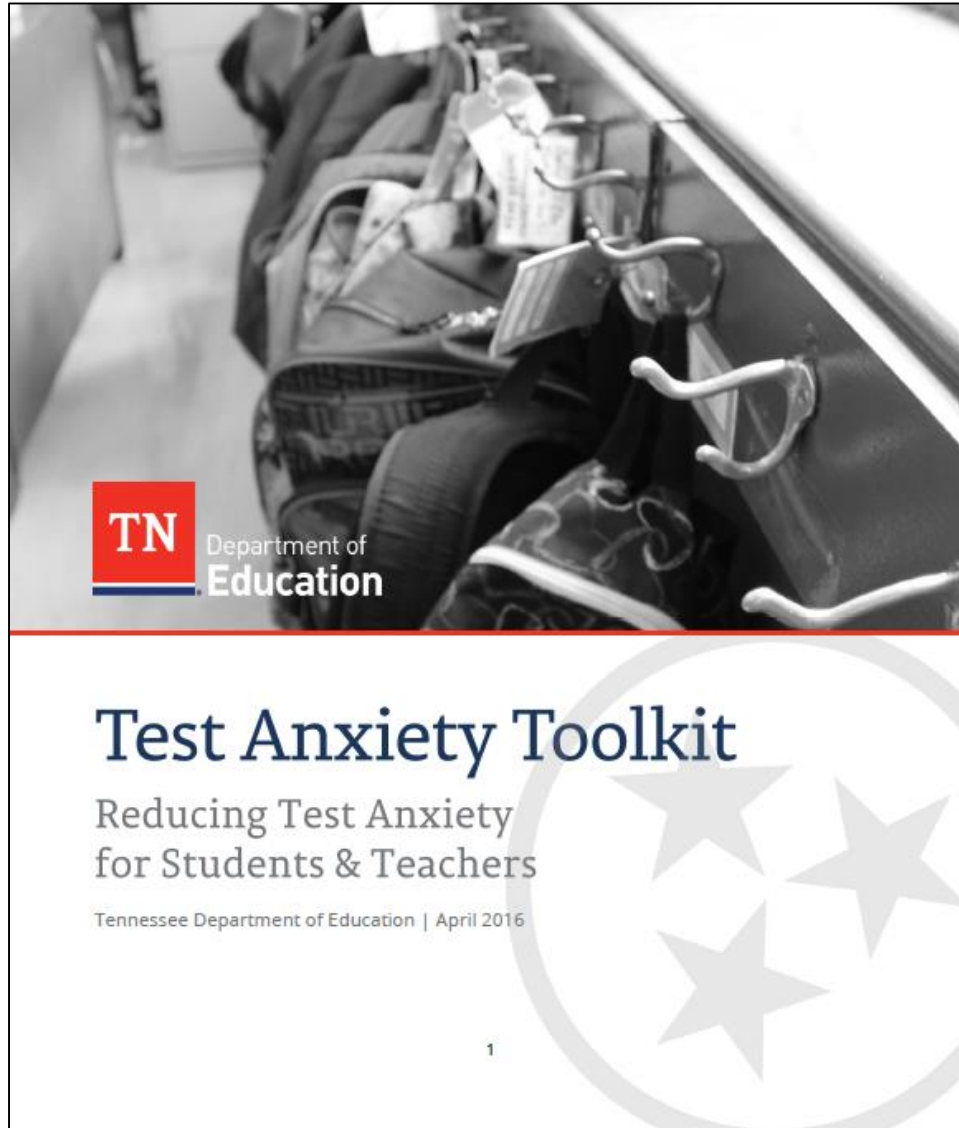
Recommendations	Next Steps
Culture of Transparency	
#1: The department and districts should continue to focus on improving communication around testing and accountability to create clarity, transparency, and trust.	<p>Leading up to the administration of TCAP this year, the commissioner held numerous webinars and conference calls for various audiences. In partnership with SCORE, Commissioner McQueen participated in multiple telephone town hall sessions for parents, specifically focused on TNReady. Earlier this year, Commissioner McQueen hosted a webinar in partnership with the Tennessee School Board Association focused on what school board members need to know about TNReady. In addition, she held conference calls for both the department's Teacher Advisory Council and the Governor's Teacher Cabinet about proposed changes to the evaluation flexibility bill as well as testing changes for next year.</p> <p>As the testing cycle unfolded this spring, Commissioner McQueen has made every effort to keep districts, stakeholders, and media up to date</p>

Recommendation #16

The department should work directly with districts to increase awareness of the **realities of test anxiety** while providing **specific guidance** in how to help educators avoid passing on stress or test anxiety to students. **School counselors** must be available to assist in this work during test administration.

Owner: Leigh Bagwell, Coordinator of School Counseling, College, Career, and Technical Education

Recommendation #16



Recommendation #8

Districts should **carefully select and design formative assessments** that lead to defined student outcomes.

Districts should **reduce** formative assessments that do not **guide decision-making and next steps in instruction.**

Districts should utilize the principles of formative assessment as presented in the assessment task force report.

Owner: Meghan Curran, Executive Director, Centers of Regional Excellence (CORE Offices)

Goals

1. Ensure districts are familiar with the task force report and its definitions of formative and summative assessment
2. Discuss with districts the difference between formative and summative assessment, and the role that each plays
3. Support districts in assessing their current suite of assessment to consider ways to streamline and/or enhance their offerings

Training Offerings

1. High-level discussion with superintendents and supervisors

Audience: superintendents & supervisors

Length: one hour

- Familiarize with the assessment task force report
- Understand the difference between formative and summative assessments as defined in the report
- Familiarize with the formative assessment principles in the report
- Introduce the assessment cycle to begin thinking about why and how we use information from the assessments we administer

Beginning in May at study councils and other regional events

Training Offerings

2. Regional Assessment Audit Workshops

Audience: District Teams

Length: Full Day

- Build on previous discussions
- Support districts in developing a clear vision for the expectations of their suite of assessments
- Guide districts through an audit of the full suite of assessments given in the district to identify the purpose of each, understand what data it provides and what is done with that data, and where there may be duplication or gaps

Occurring in CORE regions in July

Assessment Audit Workshop Dates

Region	Dates	Location
East	July 14 & July 22	TBD
First	July 14	Kingsport
Mid Cumberland	July 13	Dickson
Northwest	July 14	UT Martin
South Central	July 13 & July 15	SC CORE & Lewis Co.
Southeast	July 19	TBD
Southwest	July 13	TBD
Upper Cumberland	July 26	UC CORE Office

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Discussion

Discussion Question

- What else would you like to see happen based on the principles and recommendations from last year's report?

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Update on TNReady

Overview

- Context
 - TNReady Part I
 - TNReady Part II
- Impact – Accountability
- Reflections
- Planning for 2016-17 and beyond
- Design for 2016-17 and beyond

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Context

TNReady Overview

■ Goals

- Better information about postsecondary readiness
- Full alignment to depth and breadth of standards
- Tennessee-specific test

■ What was different about this test?

- Variety of test item types
- Two parts
- Additional tools: MICA, Assessment Blueprints
- Timeline adjustment for scores in year one
- Online

Vendor Procurement

- April 2014: The Tennessee General Assembly voted to require the procurement of a new testing vendor.
 - General Services' central procurement office
- July–Sept. 2014: Multiple companies submitted bids to the state to be the new testing vendor.
- Nov. 2014: Measurement Inc (MI) was awarded the contract to be the state's new testing vendor.
- MI was charged with providing a state test on an online platform with a paper-pencil back-up option.

Test Development

- Beginning in Feb. 2015, department staff members worked closely with MI to develop the content of the test.
- Educators participated in test development through item review in the summer 2015

Preparation for Online

- In preparation for the TNReady assessment online, the department requested that all schools with grades 3–11 help test the capacity of the online platform
 - Break MIST Day on Oct. 1
 - Additional Break MIST Days on Jan. 12 and 22
- Additionally, the department led on-site analysis and troubleshooting sessions in districts to uncover and mitigate system challenges.
- Fall block assessments were completed online in November and December
 - Over 170,000 HS EOC tests were completed online

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Part I

Part I

- Both English and math were assessed on Part I of TNReady for all students in grades 3–11.
- Part I was scheduled to begin on Monday, Feb. 8.

Shift to Paper and Pencil

- On the first day of online administration, the testing platform experienced a major network outage because MI's network failed.
- The department moved from online to paper and pencil (also extended window for Part I testing).
- MI was unable to meet the shipping deadline for providing test materials to 13 districts, including large, metropolitan districts serving nearly a half-million students.

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Part II

Part II

- MI was able to deliver Part II tests for high schools but was unable to deliver all paper tests for schools with grades 3–8.
- The state terminated the assessment contract with MI on April 27, and the department suspended testing for grades 3–8 since the tests had not been delivered to most schools.
- High school testing continued as planned.

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Impact

District Accountability

- While we will still report all the data available from high EOCs this year, the department is proposing that no district should receive a designation as to their status, such as *Exemplary* or *In Need of Improvement*.
- The state board will make the final decision about the district accountability policy.
- All the data that are reportable, such as graduation rate, average ACT scores, and high school TCAP scores, will still be publically reported on the state's Report Card this fall.

School Accountability

- We will not identify Reward Schools this school year.
- We will also not calculate Priority Exit or Priority Improving school lists.
- In the future, we will adjust how we determine the Priority School list to take into consideration that we do not have data from this year.

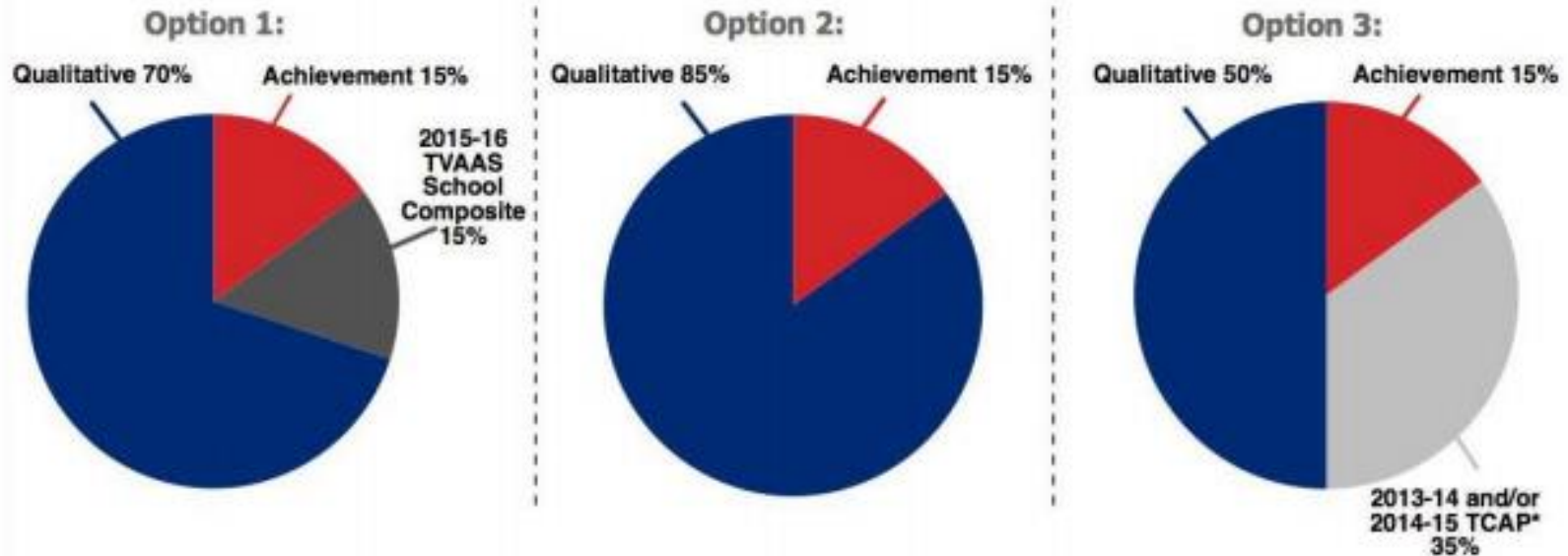
Teacher and Administrator Evaluation

- Teacher and administrator evaluations **may include or *not include* data from 2015-16 assessments**, depending on what benefits a teacher the most.
- In other words, if TNReady or TCAP (including K-2) results from this year help a teacher earn a higher score, they will be used.
- And, if at any point in this three-year transition an educator's evaluation would *not* benefit from including the 2015-16 student growth data, **that data will be excluded from the educator's summative evaluation score.**

What about teachers in grades 3–8?

- Teachers whose students' TNReady and TCAP tests were suspended will not have data from this year to factor into their score.
- Instead, there are various options for their composite, and the educator will automatically receive the highest score that is possible given what data is available for them.
- All Part I tests and any Part II tests completed will be scored and raw data on student performance will be provided to districts

What about teachers in grades 3–8?



* The individual scores from the two years will be weighted according to the number of students in each score. For teachers with no 2013-14 TVAAS data, their 2014-15 TVAAS data would be used. This would increase the amount by which the 2014-15 TVAAS data would factor into their score. Similarly, for teachers with no 2014-15 TVAAS data, which includes many social studies teachers, their 2013-14 TVAAS data would be used for the entirety of that portion.

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Reflections

Year One Reflections

- We still believe TNReady is a strong test—it is rigorous, aligned to our standards, and created with the active involvement of Tennessee teachers.
- Our teams at the department have been working for months to make this a strong assessment.
- Many teachers across the state worked to review items and help score student essays in ELA and constructed responses in social studies.

Year One Reflections

- Terminating our contract with MI was a very hard decision because we had been working very hard to honor the work of TN students and teachers.
- Districts went above and beyond to address logistics challenges.
- Educators were ready for an assessment that aligned with their daily instruction.

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Planning for 2016-17

Next Steps – Assessment Transition

- Score tests from this year's assessments with a new scoring vendor
 - Pearson contract executed on May 13, 2016
- Secure a new assessment vendor for 2016-17
 - Plans to award a new contract by July 1
- Finalize test content for next year
 - Provide updated blueprints in Summer 2016
- Complete scoring for 2015-16 and provide results to districts in Fall 2016

Future of Online Testing

- **We are committed to a computer-based assessment in the long-term.**
- The preparation that the state, districts, and schools have taken over this past year to get ready will both support this transition and, most importantly, our students' education.
- We will communicate as soon as possible regarding plans for a future transition to online assessment.



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2016-17 Design & Updates

Gathering Feedback for Improvement

*Over the course of the year, the department has engaged numerous groups to provide **feedback** on **TNReady** and overall **assessment program**, as well as related **accountability**:*

- Teacher Roundtables
- Governor's Teacher Cabinet
- Teacher Advisory Council
- SCORE TN Educator Fellows
- Parent Advisory Council
- SCORE TNReady Community Lunch & Learns

- Assessment Practices Taskforce
- TOSS Working Group
- Assessment Logistics Advisory Council
- Parent and Educator Focus Groups for TNReady Reporting

Key Concerns and Considerations

- **Logistical** challenges with scheduling and administration
- Reducing **testing time** in terms of administration and preparation
- Protecting **instructional time**
- **Instructional pacing** for Part I for math assessment
- **Instructional shifts** required to prepare students for more rigorous assessment
- Balance between **formative and summative assessment** and the **purpose of TCAP**

Priorities Reflected in 2016-17 Design

- Maintain **rigor and quality** of assessment
- Change administration, where possible, to **minimize disruption to schedule**
- Update blueprints to focus on **summative assessment goals**
- Learn from other states and our experience this year to **improve overall assessment process**
- Position TNReady for **transition to updated ELA and math standards in 2017-18**

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Mathematics Design Updates for 2016-17

Testing Structure 2016-17: Math

Revisions:

- Allow more flexibility for district pacing of standards/content
- Allow teachers to make more seamless connections between mathematical content
- Offer flexibility in test scheduling
- Fit within a traditional bell schedule
- Allow for administration chunking or separation over multiple days

Testing Structure 2016-17: Math

- End of Year Testing (Part II) only; elimination of Part I in math
- Transition from *performance tasks* to **integrated items** for inclusion in Part II
- Continued inclusion of calculator-permitted and prohibited sections
- Three shorter subtests for Part II

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English Language Arts Design Updates 2016-17

Testing Structure 2016-17: ELA

Revisions:

- Consider options for field testing in Part I
- Delay phase-in of double-weighting for writing rubric in Part I
- Reduce number of reading passages in Part II
- Reduce testing time for Part II

Testing Structure 2016-17: ELA

- Part I and Part II Testing
 - **Part I:** Two subtests – One **field test** prompt and one **operational** prompt.
 - **Part II:** Two subtests
- Double Weighting for ***Focus & Organization*** and ***Development*** traits

Year	Grades 3-5*	Grades 6-8	Grades 9-11
2016-17	x	x	x
2017-18	x	x	+
2018-19	x	+	+

* Grades 3-5 will not be double-weighted.

Field Testing for Part I

- Our current plan is to include a **second writing prompt** for **field testing** in 2016-17.
 - Many have expressed a preference that students only have one writing prompt for ELA.
- We will continue to collect **feedback to develop options** regarding field testing for Part I via *Assessment Practices Taskforce* and other educator/parent groups.
- Later this summer, we will ask **districts to help determine the preferred method** of field testing items for Part I writing prompts.
 - If we determine a better solution that the clear majority of districts support, we will implement as soon as is technically feasible.

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Small Group Discussion

Discussion Questions

1. Are these changes merited?
2. What additional changes do you suggest?

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Whole Group Debrief



Every Student Succeeds Act in Tennessee

May 26, 2016

Goals

1. Share information about the new Every Student Succeeds (ESSA) Act
2. Share Tennessee's vision, *Tennessee Succeeds*, as it relates to ESSA opportunities
3. Listen to your ideas, feedback, and opportunities for growth as we draft Tennessee's ESSA plan
4. Share more about how you can continue to give feedback on Tennessee's ESSA plan

Agenda

- **ESSA Overview and Timeline** (10 minutes)
- **Vision in Tennessee** (8 minutes)
- **Specific Plan Components** (22 minutes)
 - ✓ Standards
 - ✓ Assessment
 - ✓ Accountability
 - ✓ School Improvement
- **Small Group Feedback** (45 minutes)
- **Whole Group Debrief** (35 minutes)

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ESSA Overview and Timeline

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What is ESSA?

Every Student Succeeds Act

- December 10, 2015 the Every Student Succeeds Act (ESSA) was signed into law.
- ESSA contains new policies that will affect existing systems and structures for assessment, accountability, and reporting in Tennessee.
- TDOE is currently engaging with USEd on understanding the law and the implications for our school systems.

Key Differences

- **NEW:** States now in the driver's seat
 - More authority to make decisions regarding assessments, goals, and accountability standards
 - States also responsible for enforcing many requirements (though subject to USEd regulation)
- **NEW:** Consolidates/eliminates smaller grant programs
- **NEW:** The “big acronyms” have been eliminated
 - No more AYP, HQT, or SES
- **NEW:** Limitations on Secretarial authority
 - Especially around state plans and waivers

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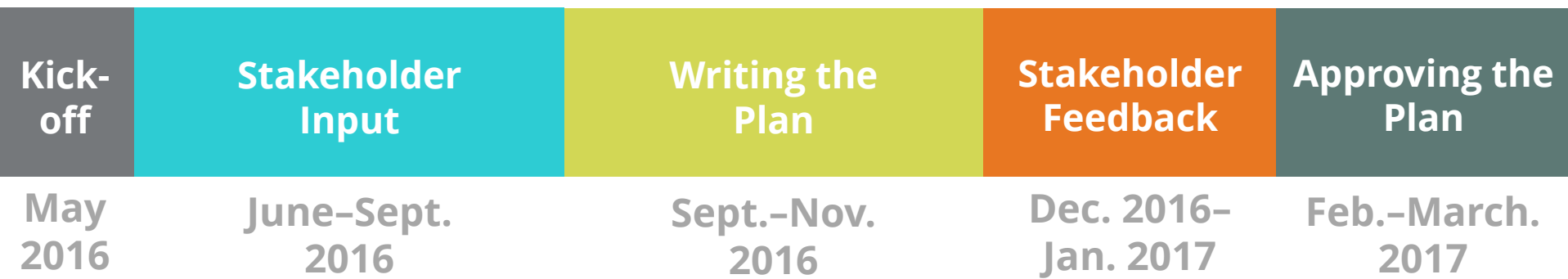
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ESSA Timeline

Timeline for Implementation

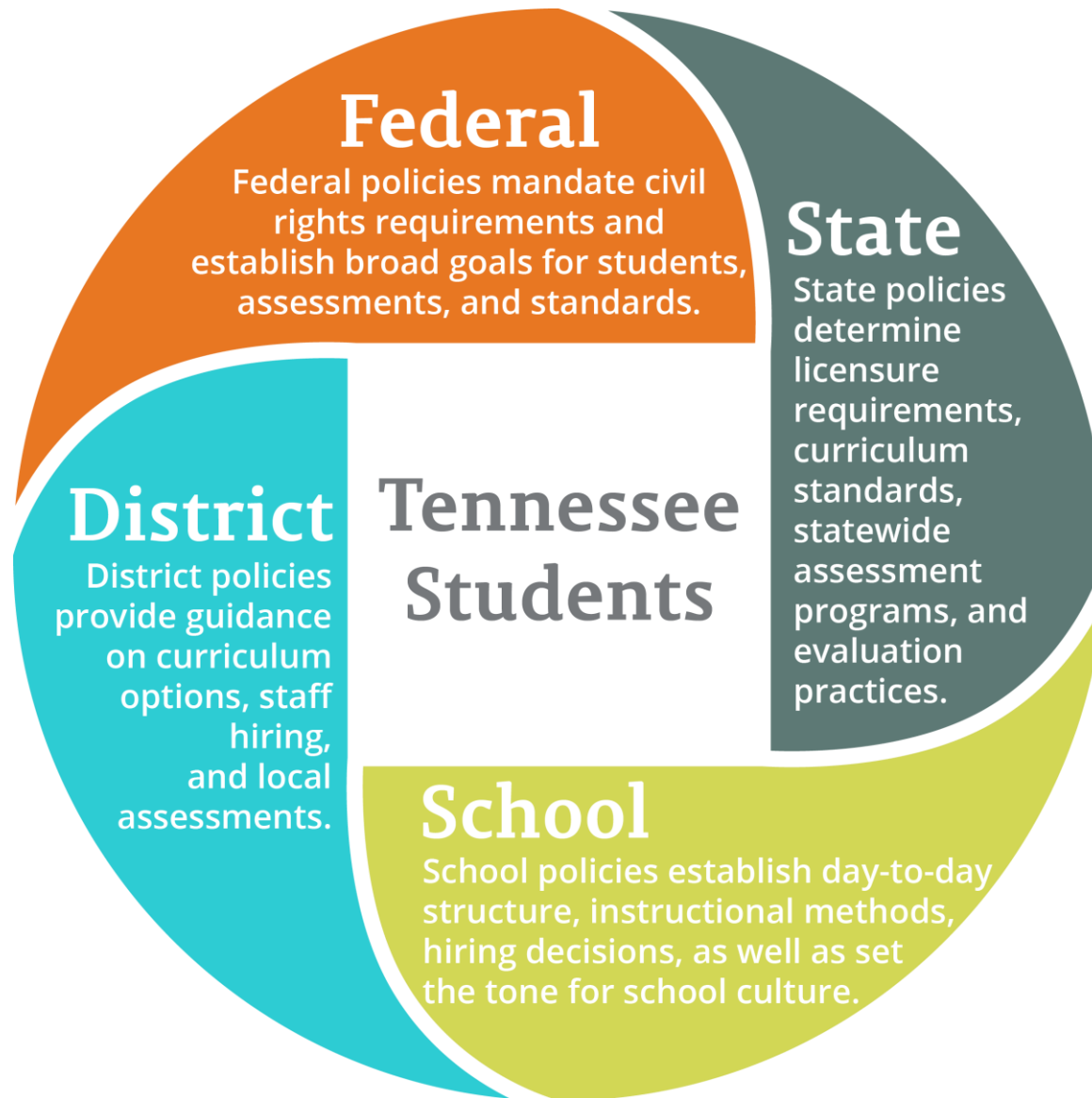
- ESEA flexibility waivers “null and void” as of **August 1, 2016**
- States are required to have plans in place and **fully implemented by 2017-18**, which means the goal is to submit the plan by **spring 2017**
- Report Card with updated elements by **fall 2017**

Timeline for Developing TN's ESSA Plan



Stakeholders will include directors of schools, principals, educators, parents and students, legislators, governor's office, state board of education, school board members, CORE offices, community organizations, and advocacy groups.

Federal-State-District-School Policy



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Vision in Tennessee

OUR VISION



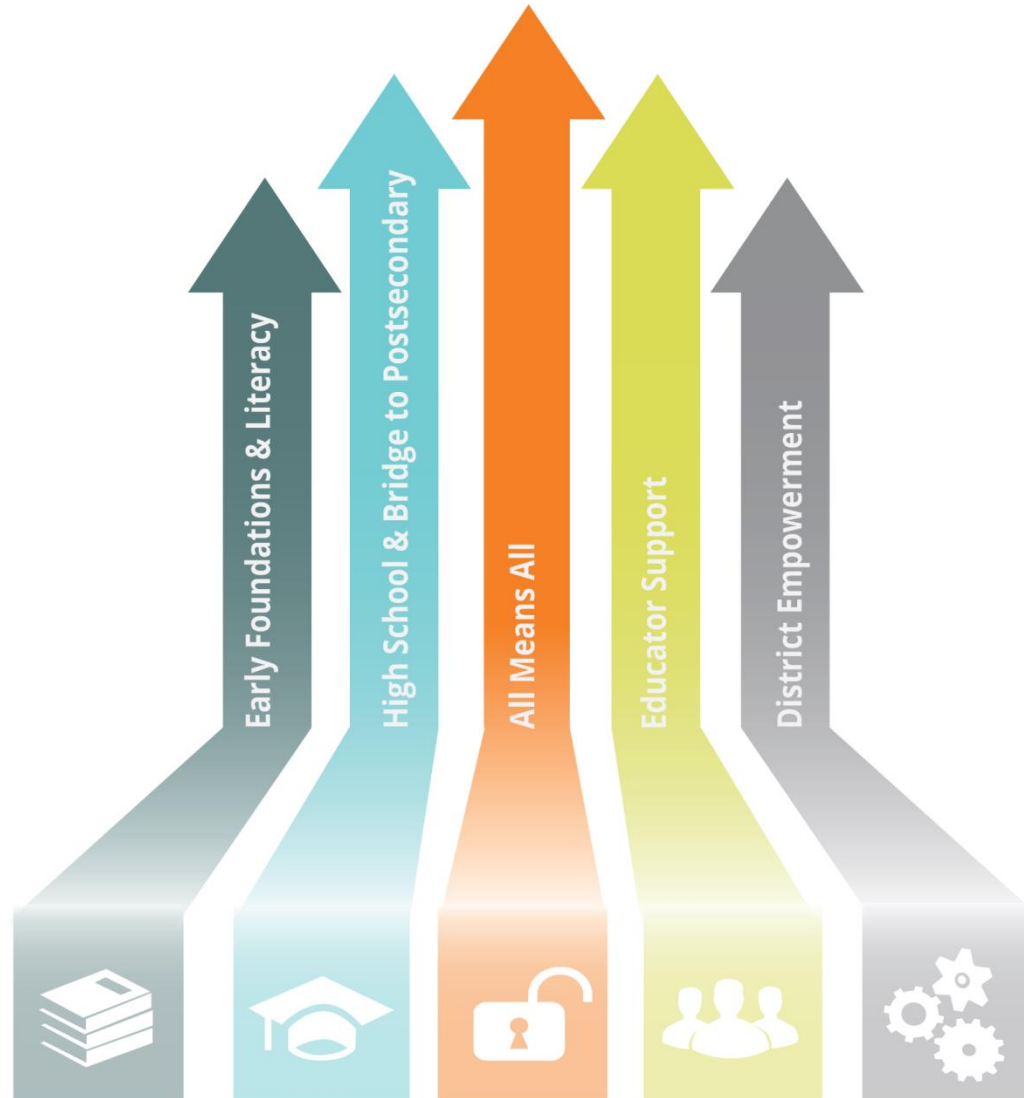
*Districts and schools in Tennessee will exemplify excellence and equity such that **all students** are equipped with the knowledge and skills to successfully embark upon their chosen path in life.*

TENNESSEE SUCCEEDS.

1 Tennessee will rank in the top half of states on NAEP by 2019.

2 The average ACT score in Tennessee will be a 21 by 2020.

3 The majority of high school graduates from the class of 2020 will earn a postsecondary certificate, diploma, or degree.



STANDARDS | ASSESSMENT | ACCOUNTABILITY

OUR GOALS



1

Tennessee will continue rapid improvement and rank in the top half of states on the Report Card.

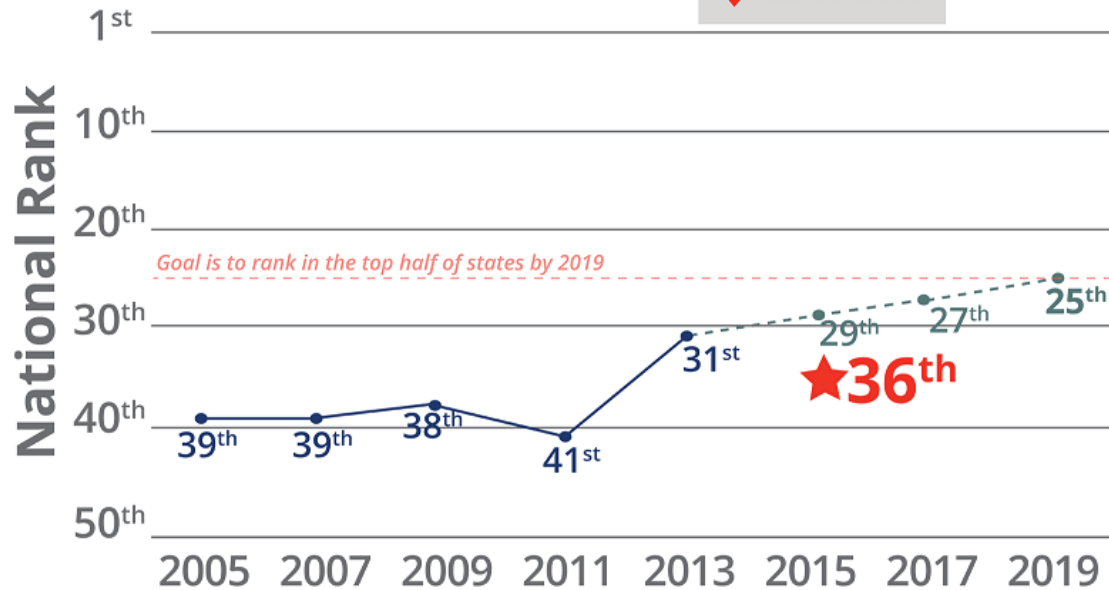
MEASUREMENT

Tennessee will rank in top half of states on 4th and 8th grade NAEP in 2019.

GOAL 1 READING

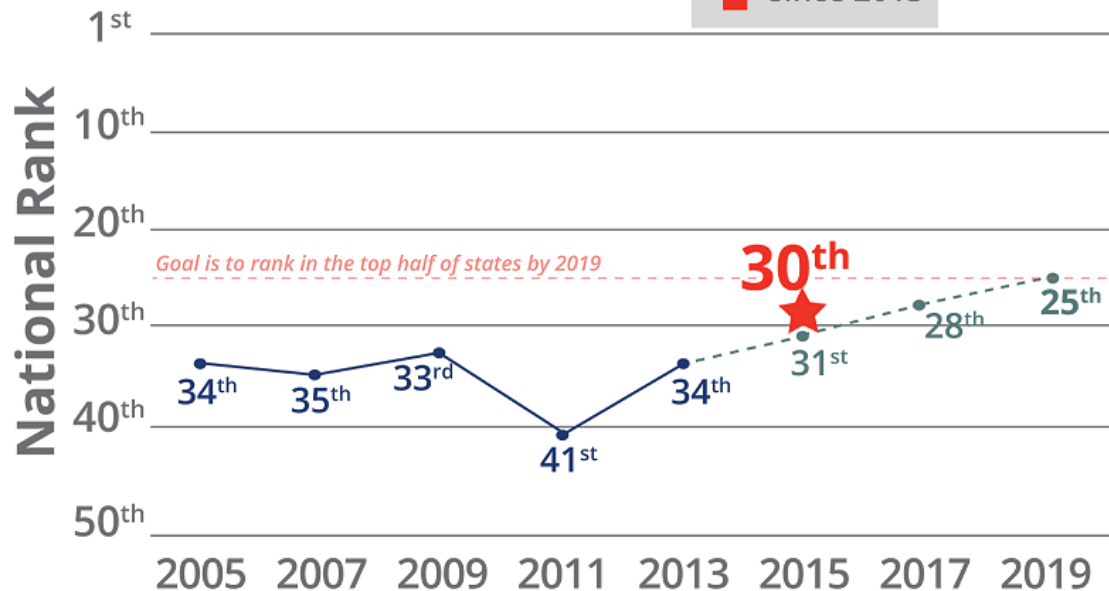
Grade 4

↓ - 5 spots
since 2013

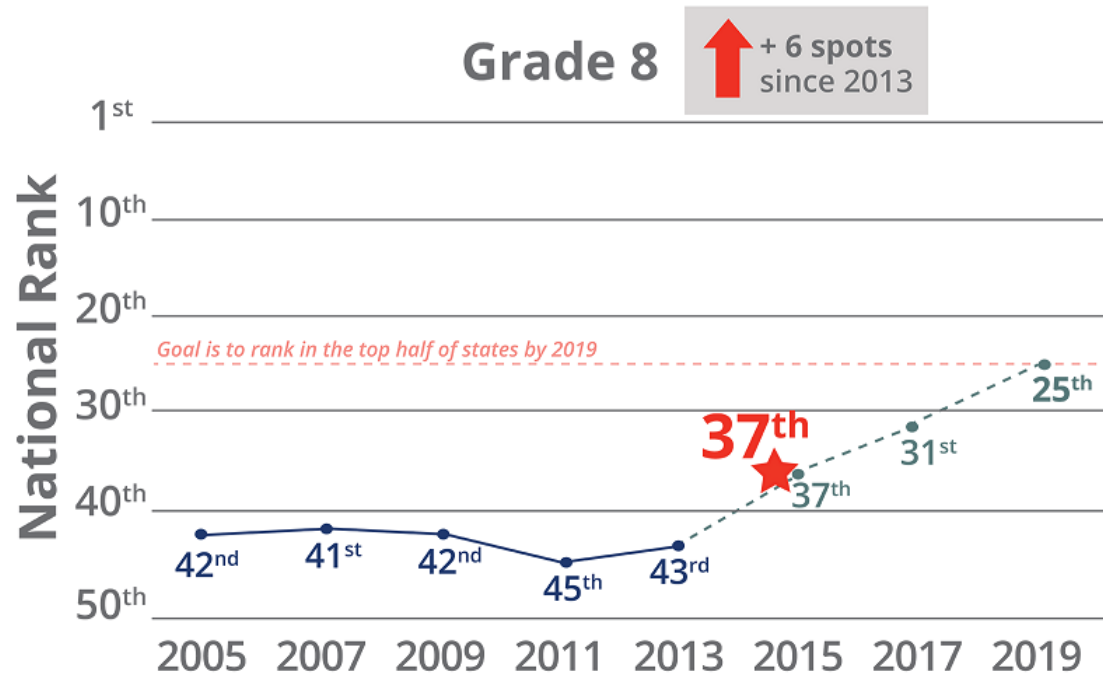
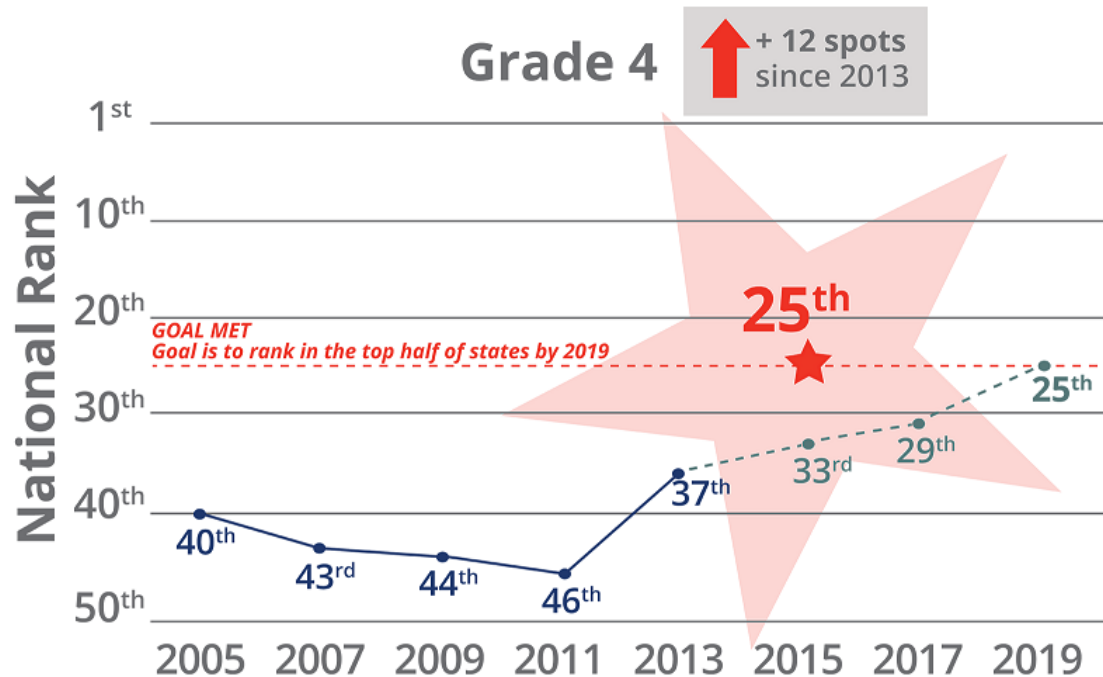


Grade 8

↑ + 4 spots
since 2013



GOAL 1 MATH



OUR GOALS

The infographic features two main goal boxes, one labeled '1' and one labeled '2'. Each box contains a goal statement and a measurement. Above each box is a large upward-pointing arrow in a different color: grey for goal 1, teal for goal 2, orange for goal 3, yellow for goal 4, and grey for goal 5. The background is white.

1

Tennessee will continue rapid improvement and rank in the top half of states on the Report Card.

MEASUREMENT

Tennessee will rank in top half of states on 4th and 8th grade NAEP in 2019.

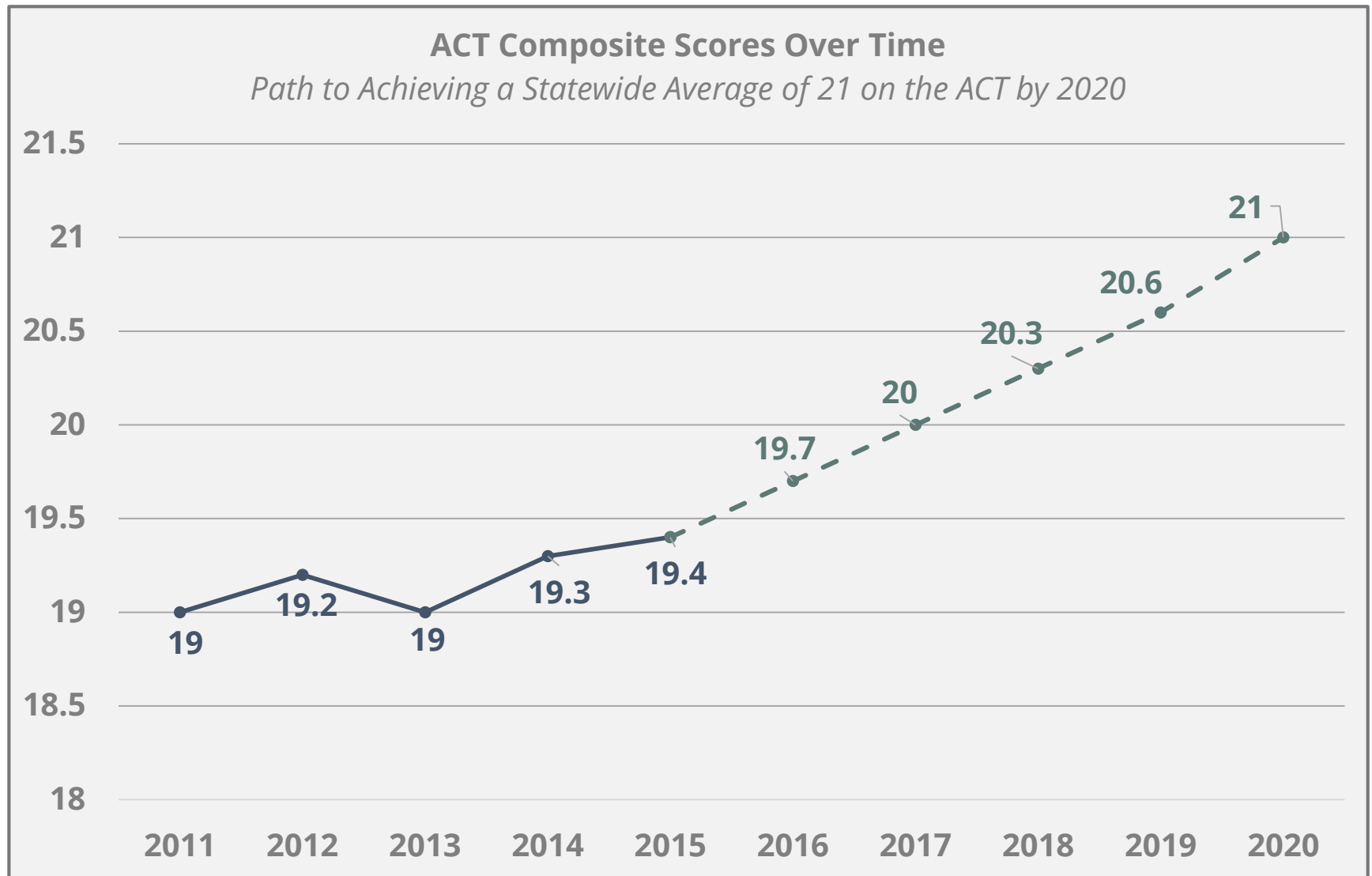
2

The average ACT score in Tennessee will be a 21, allowing more students to earn HOPE scholarships.

MEASUREMENT

Tennessee will have an average public ACT composite score of 21 by 2020.

GOAL 2



OUR GOALS

1

Tennessee will continue rapid improvement and rank in the top half of states on the Report Card.

MEASUREMENT

Tennessee will rank in top half of states on 4th and 8th grade NAEP in 2019.

2

The average ACT score in Tennessee will be a 21, allowing more students to earn HOPE scholarships.

MEASUREMENT

Tennessee will have an average public ACT composite score of 21 by 2020.

3

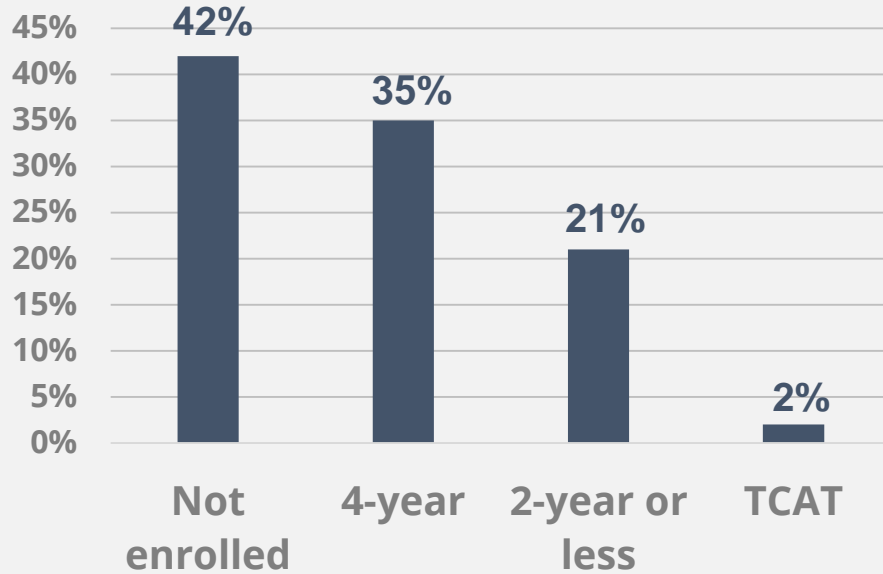
The majority of Tennessee high school graduates will earn a certificate, diploma, or degree.

MEASUREMENT

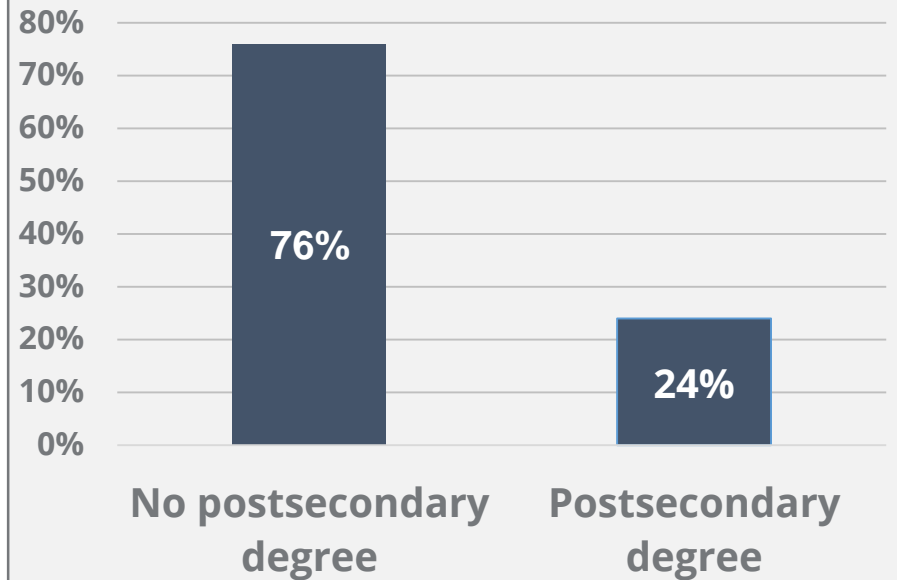
The class of 2020 will be on track to achieve 55% postsecondary completion in six years.

GOAL 3

Postsecondary Enrollment
Next Steps After High School Graduation
Based on Graduates from Class of 2014



Postsecondary Attainment
Next Steps After High School Graduation
Based on Graduates from Class of 2008



OUR BELIEFS



As we move forward with ESSA implementation in Tennessee, we believe:

- Tennessee has laid a **solid foundation** with
 - Improved standards
 - Increased accountability
 - Aligned assessments
- Tennessee's focus on **all students** has been critical to our success
- K-12 must **align** to postsecondary and workforce needs

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Plan Components

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Standards

Standards

ESSA Requirements

- States must adopt **challenging academic standards** with a focus on math, English language arts or reading, and science.

Tennessee Requirements

- All standards will be reviewed **every six years** (per state board). Math, ELA, science and social studies will be reviewed using the rigorous process adopted by the General Assembly in spring 2015 (Public Chapter 423).

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Assessments

Assessment

ESSA Requirements

- **Annual state testing for reading and math in grades 3-8 and at least once in high school.**
- Testing of **science at least three times between grades 3-12.**
- **Alternate assessments** are to be aligned with alternate academic standards and achievement goals. **Only one percent of the total number of all students in the state can be assessed using these alternate assessments.**

Tennessee Requirements

- TCAP authorized through T.C.A. § 49-1-602
- **Annual tests in grades 3-8** in math, ELA, science, and social studies
- **Annual tests in high school** in math, ELA, science, and social studies
 - EOCs: Algebra I, Algebra II, Geometry, English I, II, and III, U.S. History, Biology I, Chemistry
- ACT or SAT **required** in grade 11 by T.C.A. § 49-6-6001(b)
- The Individuals with Disabilities Education Act (IDEA), section 504 of the Rehabilitation Act of 1973, and title I **require inclusion of all students with disabilities in the State assessment system.**

Assessment: *Participation*

ESSA Requirements

- Continued participation rate of **at least 95%** of all students and students in **each subgroup on all required assessments**.
- LEAs must **provide parents** with information on state or local **policy, procedures, and parental rights** regarding student participation in mandated assessments.
- Nothing in the assessment section of Title I preempts state or local law with respect to a **parental decision on assessment participation**.

Tennessee Requirements

- T.C.A. does not include an option to opt out of state-mandated assessments.
 - Except for situations where the Tennessee General Assembly has specifically provided the right to opt out in the law, such as the family life curriculum, parents and/or students **may not opt out of state-mandated content or instructional programs, including assessments**.

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Accountability

Accountability

ESSA Requirements

- **Annual Report Cards** required
- ESSA maintains a requirement for state and district Report Cards to include:
 - Concise description of the accountability system
 - Student achievement on academic assessment for all students and disaggregated by accountability subgroups:
 - Racial and ethnic groups
 - Economically disadvantaged (ED)
 - Students with disabilities (SWD)
 - English learners (EL)

Tennessee Requirements

- Annual Report Card produced for all schools and districts
- Achievement data reported for the four key subgroups:
 - Black, Hispanic, & Native American (BHN)
 - Economically disadvantaged (ED)
 - Students with disabilities (SWD)
 - English learners (EL)
- Some accountability results displayed on Report Card regarding AMO targets, but currently, **no overall accountability designations**

Accountability: *District-Specific*

ESSA Requirements

- States have the ability to design their own **accountability systems** and will no longer submit waivers to USEd.
- In their accountability system, states must consider
 - proficiency on annual assessments
 - a measure of growth on annual assessments
 - graduation rates
 - progress in achieving English language proficiency
 - at least 95 percent of their students participate in all annual assessments
 - measure of **school** quality and success

Tennessee Requirements

- **New district accountability system** adopted in summer 2015
- Three pathways to demonstrate performance for **both achievement and gap closure** components.
- Acknowledges student growth between achievement levels and growth using **TVAAS** (T.C.A. § 49-1-603, -605, -606)
- Incorporates **ACT/SAT** performance and growth
- Four district determinations of ***In Need of Improvement, Progressing, Achieving*** and ***Exemplary***
- Districts that fail to meet the 95 percent participation rate in any subject or subgroup designated ***"In Need of Improvement."***

Accountability: *School-Specific*

ESSA Requirements

- **Annual report cards** required
- Student achievement on academic assessments for all students and disaggregated by *all* subgroups
- Number and percentage of English learners achieving **English language proficiency**
- Performance on **other academic indicators** for elementary and secondary schools and high school graduation rates
- Performance on **other indicator(s) of school quality or student success** used by the accountability system
 - School quality, climate, and safety, suspensions, expulsions, chronic absenteeism, and more

Tennessee Requirements

- The annual Report Card must include an **A-F grading system** for schools per new state law
 - TDOE and SBE will work in collaboration to develop A-F grading system criteria
- Current disaggregation only includes four key subgroups (BHN, ED, EL and SWD)
- Some non-academic indicators on the Report Card are attendance, suspension rates, and highly-qualified teachers
- Currently, schools are not included in same accountability framework as districts

District Accountability Designation

Pathway	Average	Determination	Overall Average	Final Determination
Achievement	2.4	Achieving	2.2	Achieving
Gap Closure	2.1	Achieving		

Final Determination Key	Progressing	Achieving	Exemplary
	Below 2.0	$2.0 < 3.0$	3.0 and above
	District is improving on average but missing growth expectation	District is meeting growth expectation on average	District is exceeding growth expectation on average

Minimum Performance Goal

Content Area	Achievement Goal	TVAAS Goal	Gap Closure Goal	
			BB Reduction	Super Subgroup TVAAS
3-5 Math	No	Yes	No	No
3-5 ELA	No	Yes	Yes	No
6-8 Math	Yes	No	No	No
6-8 ELA	No	No	Yes	Yes
High School Math	No	No	No	No
High School ELA	No	Yes	No	No
ACT Composite	Yes	No		
Graduation Rate	Yes			
Measures Met	3	3	2	
Eligible Measures	8	7	6	
Percent of Measures Met	✓ 37.5%	✓ 42.9%	✓ 33.3%	

- Relative rank used for Achievement Goal and “BB” (or Level 1) reduction.
 - No ranking information displayed to make comparison to prior year ranking.**

Achievement Determination Heat Map

Content Area	Relative Achievement	TVAAS	Best Score
3-5 Math	1	2	2
3-5 ELA	1	2	2
6-8 Math	3	1	3
6-8 ELA	1	0	1
High School Math	1	0	1
High School ELA	0	4	4
ACT Composite	3	1	3
Graduation Rate	4		4
District Achievement Determination	2.5		
	Achieving		

- Relative rank used for each content area as one pathway, with TVAAS as a second pathway.

Gap Closure Determination Heat Map

Content Area	Black/Hispanic/ Native American	Economically Disadvantaged	English Learners	Students with Disabilities
3-5 Math	2	1		2
3-5 ELA	2	2		1
6-8 Math	4	3		0
6-8 ELA	3	2		3
High School Math	2	3		4
High School ELA	3	1		1
ACT Composite	3	2		2
Graduation Rate	2	0		2
Subgroup Average	2.6	1.8		1.9
District Gap Closure Determination	2.1			
	Achieving			

District Accountability Designation

Pathway	Average	Determination	Overall Average	Final Determination
Achievement	2.4	Achieving	2.2	Achieving
Gap Closure	2.1	Achieving		

Final Determination Key	Progressing	Achieving	Exemplary
	Below 2.0	$2.0 < 3.0$	3.0 and above
	District is improving on average but missing growth expectation	District is meeting growth expectation on average	District is exceeding growth expectation on average

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**School
Improvement**

School Improvement

ESSA Requirements

- Identify Comprehensive Support Schools once **every three years**
 - Lowest performing 5 percent of Title I schools
 - High schools with graduation rates below 67 percent
 - Schools with achievement gaps
- Districts must design and implement **evidence-based turnaround plans** in conjunction with community input.
- If school has not improved over the course of **no more than four years**, the state must intervene.

Tennessee Requirements

- Create Priority School List (bottom 5 percent) based on **academic achievement** and Focus School List (bottom 10 percent) based on **achievement gaps every three years** (T.C.A. § 49-1-602)
- TN system incorporates ESSA required factors with **the exception of a measure of school quality and student success**
- Support of district-led iZones
- ASD intervention for lowest-performing schools (T.C.A. § 49-1-602)

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Small Group Feedback

Discussion Questions

Assessments

1. How should we measure student progress toward meeting the standards?
2. How could we strengthen the current state assessment system?

Accountability

3. Given that Tennessee's district accountability system is new, how might we strengthen it?
4. What other system quality measure might you include?
5. What measures of school quality or student success should be included in the school accountability system?

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Homework

Homework

Before our next meeting on June 14:

- Review ESSA PPT and bring feedback on questions
- Ask at least three people to also give feedback and bring this with you



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork